These notes are intended as a guide for teachers who have been to the INSET session on Life and Death in Ancient Egypt and are running the session independently. They are also for the information of those who are attending a session led by one of our staff.
Essential Information

- You will find a checklist in this pack. If we are running the session for you, please complete and hand to the session leader on arrival.
- You will need at least 4 adult helpers for this session, not including yourself if you are leading the session, or 4 adults including yourself if led by Tullie House staff.
- All adults must be briefed on the session and given a copy of the notes as they will be guiding the children during the activities. You can organise your adults in two ways:
  1) Have an adult assigned to each group. They will rotate round the activities with the group. This means that the adult will have to learn four different activities.
  2) Have each adult assigned to a table/activity. This means that the adult will only need to learn one table/activity. This is good if you have adults who are not confident, as during their first group you can offer advice and their confidence will grow during each rotation of the groups.

NB: During this session children partake in a Ceremony of the Dead, this may be upsetting for children who have recently lost someone. If this is the case please inform session leader who will adapt the session accordingly.

This session covers the following areas

<table>
<thead>
<tr>
<th>Area</th>
<th>Aim/Objective</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>The River Nile</td>
<td>To consider the importance of the Nile to life in Ancient Egypt.</td>
<td>The children will look at objects from Egypt and consider their links to the Nile, making inferences and deductions.</td>
</tr>
<tr>
<td></td>
<td>To find out how much life in Egypt depended on the Nile.</td>
<td>They will record information about an object accurately.</td>
</tr>
<tr>
<td>Egyptian Gods and</td>
<td>To understand that the Egyptians had many Gods and who some of them were.</td>
<td>The children will find out about major and minor gods and read the creation story.</td>
</tr>
<tr>
<td>Goddesses</td>
<td></td>
<td>They will make a god headdress.</td>
</tr>
<tr>
<td>Mummification</td>
<td>To understand the mummification process and why it was carried out.</td>
<td>The children will look at objects which have survived from ancient Egypt and link them into the mummification process.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>The children will ‘mummify’ our mummy, Tutantullie.</td>
</tr>
<tr>
<td>Hieroglyphs</td>
<td>To understand what hieroglyphs are and how they were used.</td>
<td>The children will learn how different Hieroglyphs are from written English and that they were not the only type of script used in ancient Egypt.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>They will help create a wall plaque for the Pharaoh’s tomb.</td>
</tr>
<tr>
<td>Ceremony of the Dead</td>
<td>To understand what the ancient Egyptians believed about life after death.</td>
<td>The children will learn what the ancient Egyptians believed happened after they died.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>They will take part in the ceremony to finish off the session.</td>
</tr>
</tbody>
</table>
Curriculum Learning Objectives

This workshop will help support learners to develop a chronologically secure knowledge and understanding of ancient Egypt devising historically valued questions about change, cause, similarly, different and significance. They will construct informed responses that involve thoughtful selection and organisation of relevant historical information. They will understand how knowledge of the past is constructed from a range of sources. Learners will have the opportunity to gain knowledge and understanding of ancient Egyptian customs through taking part in a drama performance.

History (key stage 2)

Link to Curriculum subject content: the achievements of the earliest civilizations- an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China.

English- spoken language

Link to programme of study: all pupils should be enabled to participate in and gain knowledge, skills and understanding associated with the artistic practice of drama. Pupils should be able to adopt, create and sustain a range of roles, responding appropriately to others in the role. They should have opportunities to improvise, devise and script drama for one another and a range of audience, as well as to rehearse, refine, share and respond thoughtfully to drama and theatre performances.

Cross Curricular Links

<table>
<thead>
<tr>
<th>Subject</th>
<th>Key stage</th>
<th>Programmes of study</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>2</td>
<td>6. Language and literacy</td>
</tr>
<tr>
<td></td>
<td></td>
<td>6.2. Spoken language (including drama)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>6.3. Reading and writing</td>
</tr>
<tr>
<td></td>
<td></td>
<td>6.4. Vocabulary development</td>
</tr>
<tr>
<td>Geography</td>
<td>2</td>
<td>Human and physical Geographical skills</td>
</tr>
<tr>
<td>Art and design</td>
<td>2</td>
<td></td>
</tr>
</tbody>
</table>
**Pre-visit activities**

- Talk to the children about Egypt today. Look at a globe and use holiday brochures to help children form an impression of what Egypt is like and what kind of climate and landscape it has.
- Book one of our Egyptian loans boxes which look at ancient and modern Egypt.
- Talk to the children about how long ago the Egyptians lived and that they were around for a long time. The period we refer to as Ancient Egypt lasted for 3000 years.

**Post-visit activities**

- Explore in more depth the areas that were covered in the session using books and websites such as:
  
  - [www.childrensuniversity.manchester.ac.uk](http://www.childrensuniversity.manchester.ac.uk)
  - [www.ancientegypt.co.uk](http://www.ancientegypt.co.uk)
  - [http://www.chiddingstone.kent.sch.uk/homework/Egypt.html](http://www.chiddingstone.kent.sch.uk/homework/Egypt.html)

- Explore areas not covered in the session such as games and leisure, building and technology, wildlife and hunting. Get the class to pick an area to investigate and create a museum display about Egypt.
- Make a canopic jar using pop bottles and paper mache.
- Make wall plaques. Use food trays to make plaster of paris plaques and paint a tomb scene onto it. When dry use sandpaper to make the plaque look ancient.

**When You Arrive**

Go to Reception with your confirmation letter, Health and Safety declaration and checklist, which you will have received in advance. Make any payments that are outstanding. You will then be met by a member of the Learning team who will take you to the Activities Room.
Suggested Structure of Session

1. Introduction

When you enter the room get the children to sit on the floor in front of the projector screen. (A PowerPoint will be projected on the wall showing an image of Egypt).

Tell the children that today they are going to help with the burial ceremony of our dead pharaoh Tutantullie. They will explore four tables and learn about ancient Egypt’s Gods and Goddesses, Horrific Hieroglyphs, the River Nile and, of course, Mummification. Finally they will take part in the Ceremony of the Dead!

Before they start ask the children what they already know about Egypt and how we know the things we know.

Answer

Objects tell us about everyday life and writing tells us about their beliefs and society. Ancient Egyptians loved life so much they wanted it to continue after death. They believed they had to take everything with them to enjoy the afterlife including food and drink, clothes, riches, servants, entertainment etc. By looking at the objects they took in death we find out about their life. All the original artefacts in this room would have probably been found in tombs and graves! 5 minutes

2. Handling objects safely

Some of the objects in this session are original and others are replica, but all need to be handled safely. Talk to the children about how to handle objects:

- Always use two hands
- Hold the objects over the table

3. Part one of the Session

Get the children to rotate around the four activities. The table notes are included in this pack. 20 minutes x 4. Total 1 hr 20 minutes.

4. Preparation for part two

When the groups have rotated around all four tables use the PowerPoint to explain what the Ancient Egyptians believed happened after they died, using Tutantullie as an example. You will need to move the PowerPoint on to the scene of the ‘Weighing of the Heart’
ceremony. It will work best if you read word-for-word the following script. Every time someone is mentioned in **bold** move the PowerPoint on. This will indicate where that person is on the picture.

‘After the Pharaoh is turned into a mummy and sealed into his tomb he will enter a dangerous place known as the Duat which is filled with terrifying monsters. Luckily, the pharaoh has a copy of ‘the Book of the Dead’ in his tomb which has spells in it to overcome these monsters. Eventually he will get to the gates of Yaru and be greeted by **Maat**, the Goddess of truth, who will let him through if his spirit is open and honest. He will then have his heart weighed against the feather of truth. **Anubis** checks the scale to make sure it is level then **Thoth**, the scribe of the gods, will write down the results. If Tutantullie’s heart weighs more than the feather he will have failed the test and **Ammut** will eat his heart. But I’m sure he will pass! **Horus** will then take Tutantullie to meet **Osiris** who sits on his throne ready to give the final judgement, with **Isis and Nephthys** as witnesses. Of course the pharaoh will pass and go onto the next life as he was a wise, kind ruler. But none of this can happen until we perform the ‘Opening of the Mouth Ceremony’, which will restore Tutantullie’s senses and spirit after the distressing mummification process.

Each table has its role.

The group that finishes on the **Gods and Goddesses table** will be the priests of the ceremony. You need to finish your headdresses and wear them during the ceremony and carry sweet smelling incense to purify the air

The group that finish on the **Hieroglyphs table** will become the scribes who need to finish the Pharaoh’s tomb panel.

The group that finish on the **Nile table** will become the pharaoh’s family who will take the reed mat and food into his tomb.

Tutantullie has been mummified and is now in his coffin and so the **Mummification table** will become professional mourners, who have been hired to sob and wail loudly.

You have a few minutes to prepare for the ceremony and practise your manners as you need to bow to the chief priest or wail (be dramatic!) ’ **10 minutes**.
5. Now get the children to prepare for the final ceremony. Whilst they are getting ready move the mummy case to stand on the floor ready for the Opening of the Mouth Ceremony. If safe for everyone in your class, put some of the essential oil into the bowl and give to the priests to hold. As chief priest you need to put on the leopard skin for the ceremony and use the crook during the spell. **5 minutes.**

6. **Part two of the session**

When all the preparations are complete finish off the session with the Ceremony of the Dead. Again you may find it easier to read the following as a script.

‘We are here today to celebrate the life of the great pharaoh Tutantullie and send him on his journey into the afterlife.

Our talented scribes have created a magnificent tribute to the pharaoh. Please bring it forth and place it in the tomb.

Now his family wish to pay their final respects by giving offerings to the Pharaoh.

Great Tutantullie will soon be embarking on a dangerous journey and he will need all his senses to get him through it. With the help of my fellow priests I will now perform the ‘Opening of the Mouth Ceremony’. Please repeat this spell with me -

O Osiris, great Lord of the underworld, he who grants eternal life.

Open the mouth of this dead man so he may speak
(Touch the mouth of the mummy with the tool)

Open the eyes of this dead man so he may see
(Touch the eyes of the mummy with the tool)

Open the nostrils of this dead man so he may breathe
(Touch the nostrils of the mummy with the tool)

Open the ears of this dead man so he may hear
(Touch the ears of the mummy with the tool)

(Spread your hands out to the ceiling)
O Osiris, great Lord of the Underworld, grant this man eternal life.
And now our mourners will let the Gods and Goddesses know that our great Pharaoh is coming to them.’

Get all the children to join in the mourning to finish the session off on a high note!

**10 minutes.**

**Note:** Time will also be taken up rotating the groups around. To get the most out of this session you should allow 2hrs.
Egyptian Gods Table Instructions

Note for adult: These instructions and facts can be read word-for-word on the day or if received prior to the session put into your own words and the activities fitted in to suit your needs.

- The ancient Egyptians believed that there were hundreds of gods.
- Each god was responsible for a different thing.
- Egyptians would pray and give offerings to the god who could help them at the time.
- Some gods offered protection, some took care of the dead and others looked after the whole of Egypt or just individual towns. Some minor gods could even represent plants or animals.
- It must have been hard to remember all the different gods and what they could do for you.
- Some gods were better known than others, such as those in the Egyptian Creation story which explained how the world was created.

Activity 1
Go through the Spot the God laminated strips and see how many gods you can find on the table.

- The gods in the Creation story were responsible for looking after the country’s needs and so were worshiped by priests and the pharaoh. The common Egyptian would usually ask more down-to-earth gods to help them, such as Taweret and Bes.

- Taweret looked like a pregnant hippo. As childbirth was dangerous Egyptians would pray to Taweret, the goddess of childbirth. Can you find her on the table? She is very small and doesn’t really look like a hippo!

- Bes was part dwarf and part lion and was a very popular household god. He carried a knife and a musical instrument, whose sweet sounds warded off bad spirits. Can you find him?

Activity 2
During important ceremonies priests and priestesses would sometimes wear masks to look like some of the gods. Have a go at making your own using the equipment on the table. There are images of different gods to decorate and cut out and pre-cut bands to create a headband for the mask to stick onto. Get your adult to staple the band to fit your head.

If you have time read the Creation Story from the poster on the cupboard.
<p>| <strong>Egyptian Gods Object Notes</strong> | This is the goddess <strong>Taweret</strong>. She is shown as a pregnant hippopotamus. Having babies was dangerous in Egyptian times for both mother and child, as the Egyptians did not have the medical knowledge to cope if things went wrong. Many babies or their mothers died. This goddess was supposed to protect mothers. |
| | (Original) |
| | This statue is the god <strong>Horus</strong>. He was the son of Osiris and Isis and was usually shown sitting on his mother's knee. Horus was told by his mother, Isis, to protect the people of Egypt from Set, the god of the desert, storms and chaos. |
| | Since he was god of the sky, Horus came to be depicted as a falcon, or as a falcon-headed man. |
| | This statue would have been attached to a larger statue of Isis. It is made of bronze. |
| | (Original) |
| | <strong>Horus</strong> as a falcon headed man. |
| | (Replica) |
| | <strong>Horus</strong> as a falcon. |
| | (Replica) |
| | Originally <strong>Bastet</strong> was viewed as the protector goddess of Lower Egypt, and depicted as a fierce lioness. Indeed, her name means (female) devourer. Over the years she was changed into a cat goddess. |
| | She was a very popular goddess and there were many temples dedicated to her. Cats were often mummified so that they too could journey to the afterlife. |
| | (Replica) |</p>
<table>
<thead>
<tr>
<th><strong>Anubis</strong></th>
<th><strong>Anubis was the god who protected the dead and brought them to the afterlife. He was usually portrayed as half human, half jackal or in full jackal form wearing a ribbon and holding a flail in the crook of his arm. The jackal was strongly associated with cemeteries in ancient Egypt since it was a scavenger which threatened to uncover human bodies and eat their flesh. The distinctive black colour of Anubis was not to do with the jackal but with the colour of rotting flesh and with the black soil of the Nile valley, symbolizing rebirth.</strong> (Replica)</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image1.png" alt="Anubis replica" /></td>
<td><img src="image2.png" alt="Anubis replica" /></td>
</tr>
<tr>
<td><strong>Anubis</strong></td>
<td><strong>Anubis was sometime represented as a whole jackal.</strong></td>
</tr>
<tr>
<td><img src="image3.png" alt="Anubis replica" /></td>
<td></td>
</tr>
</tbody>
</table>
| **Isis** | **Isis was the Goddess of motherhood and fertility. She was worshipped as the ideal mother and wife, and was patron of nature and magic. She was the friend of slaves, sinners, artisans and the downtrodden, and also listened to the prayers of the wealthy, maidens, aristocrats and rulers.**  
Isis is usually shown as a woman wearing a long sheath dress and crowned with the hieroglyphic sign for a throne, or as a seated lady with her son Horus on her lap.  
Occasionally she is represented as a Kite, which is a type of bird of prey. |
| ![Isis replica](image4.png) | ![Isis replica](image5.png) |
| **Hathor** | **Hathor was an ancient Egyptian goddess who personified the principles of feminine love, motherhood and joy. She was one of the most important and popular deities throughout the history of ancient Egypt. Hathor was worshiped by royalty and common people alike in whose tombs she is depicted as ‘Mistress of the West’, welcoming the dead into the next life. In her other roles she was a goddess of music, dance, foreign lands and fertility who helped women in childbirth.**  
Hathor is commonly depicted as a cow goddess with horns in which are set a sun disk. |
| ![Hathor replica](image6.png) | ![Hathor replica](image7.png) |
| **Tefnut** | **In Egyptian mythology, **Tefnut** is a goddess of water and fertility. Her name means moist waters.  
Tefnut was depicted in the form of a woman with a solar disk circled by two cobras on her head. She holds in her hands a sceptre and ankh. Often she is shows with the head and body of a lioness.**  |
| ![Tefnut replica](image8.png) | ![Tefnut replica](image9.png) |
Horrific Hieroglyphs Table Instructions

Note for adult: These instructions and facts can be read word-for-word on the day or if received prior to the session put into your own words and the activities fitted in to suit your needs.

- Hieroglyphs are beautiful, mysterious and very confusing! Most people in ancient Egyptian times couldn’t actually read them, and wrote in demotic or hieratic script instead.
- Hieroglyph means ‘sacred words’ in Greek as they were most commonly found in inscriptions on religious buildings.
- Hieroglyphs don’t always represent letters - some represent sounds, ideas or objects.
- We write sentences from left to right. Egyptians sometimes wrote like this too, but they also wrote in rows from right to left or even columns from top to bottom! You can work out the way to read rows of hieroglyphs because signs featuring humans or animals always face towards the beginning of the inscription.

Activity 1
Look at the objects on the table and decide whether they are **real** or **replica**. Check the object notes to see whether you are right.

Activity 2
Many of the objects have hieroglyphs written on them. Draw one of the hieroglyphs you can see. What do you think it means? Use the object information sheet to help you - this will give you clues about where the object is from and what it is.

Activity 3
Write out your own short message to our mummy Tutantullie and stick it on the panel on the cupboard. You could wish him good luck in the afterlife or list some of the items you think he should take with him.
<table>
<thead>
<tr>
<th><strong>Horrific Hieroglyphs Object Notes</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image1.jpg" alt="Image" /></td>
</tr>
<tr>
<td><img src="image2.jpg" alt="Image" /></td>
</tr>
<tr>
<td><img src="image3.jpg" alt="Image" /></td>
</tr>
<tr>
<td><img src="image4.jpg" alt="Image" /></td>
</tr>
</tbody>
</table>
| ![Image](image5.jpg) | This is a **scribe’s writing set**. Scribes often travelled from place to place so needed to carry their equipment round with them. The writing set held their reed pens, their ink and a palette for mixing inks.  
Black ink was made from soot mixed with water or papyrus juice.  
Red ink was made from burnt ochre (a red soil) |
Mummification Table Instructions

Note to adult: These instructions and facts can be read word-for-word on the day or if received prior to the session put into your own words and the activities fitted in to suit your needs.

Mummification Facts:

- The ancient Egyptians believed that to enjoy the afterlife the body of a person should look as much like their living self as possible.
- If the body decayed so did the person’s ‘ka’ and ‘ba’. The ka was the person’s life force, the ba was the spirit of the person’s personality. Without these you would not have an afterlife.
- The first mummies in Egypt were preserved naturally when the deceased was buried in the desert sands. The bodily fluids would seep into the sand and what was left (like the skin and hair) would dry out.
- When graves became more elaborate and the dead were no longer buried straight into the sand, they found that the bodies started to rot. This was why mummification was invented.

But what is mummification? Find out about the gruesome process by doing the following activity.

Activity
As a group mummify Tutantullie’s body by working through the step-by-step guide to mummification, which is on the banner.

Read each step as a group then pull off the image next to the statement and read the back to find out what you need to do with the body.

When finished please put everything back where you found it ready for the next group

Note for teachers: This is the text that they will read on the banner. The steps-by-step instructions are on the right of the banner and the pull off instructions are on the left.
<table>
<thead>
<tr>
<th>Text under pull off image</th>
<th>Step</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pretend to wash Tutantullie.</td>
<td>First the body is washed with Nile water.</td>
</tr>
<tr>
<td>Remove the organs from the left hand side of the body. Then pull out the brain using the hook provided</td>
<td>Next a priest makes a long cut on the left hand side of the body in order to remove the organs. The brain is pulled out of the head through the nose and is thrown away!</td>
</tr>
<tr>
<td>Place the organs into the correct canopic jars</td>
<td>The liver, stomach, intestines and lungs are placed in canopic jars. Each jar is protected by one of the four sons of the god Horus. The jars are stored in a special chest close to the finished mummy.</td>
</tr>
<tr>
<td>Pretend to throw salt over the body to preserve it.</td>
<td>The inside of the body is then washed out with palm wine. It is covered with natron (salt) for about 40 days whilst it dries out.</td>
</tr>
<tr>
<td>Now you need to stuff the body with rags.</td>
<td>The body then looks like a shrivelled piece of leather; to make it look human again it is stuffed with sawdust and rags to make it plump. False eyes and hair are also added. Oils are used to mask the rotting smell.</td>
</tr>
<tr>
<td>Pick up the paintbrushes and pretend to cover the body with resin. Now bandage your mummy, starting from the head, moving down in a criss-cross motion.</td>
<td>The whole body is then covered with resin to seal out moisture and finally wrapped in bandages.</td>
</tr>
<tr>
<td>Lay the jewellery out on the body.</td>
<td>While wrapping the body, spells and incantations are said by the temple priests, and amulets such as ankh, scarabs, and djed pillars are placed within the bandages to offer protection in the afterlife.</td>
</tr>
<tr>
<td>Place the portrait mask over his face.</td>
<td>A portrait mask may be placed over the head of the covered mummy once it is wrapped. Some pharaohs have solid gold masks, but a thin layer of gold leaf can look just as good, or even just a plain painted mask. Jewellery with charms can also be added.</td>
</tr>
<tr>
<td>Tutantullie is now fully mummified and ready to be placed in his coffin.</td>
<td>Once the body has been wrapped it is placed in a wooden coffin. The rich can have as many as three coffins inside one another. Pictures of gods and spells are painted on them to protect the mummy. The coffin is then placed in a stone coffin called a sarcophagus.</td>
</tr>
<tr>
<td>Finish</td>
<td>Finally after up to 70 days it is time for the funeral. The coffin is taken by boat to the western side of the river, where the sun sets, and pulled into the tomb on a sledge. A priest will lead a procession of mourners to the tomb and carry out the 'opening of the mouth ceremony'.</td>
</tr>
</tbody>
</table>
### Mummification object notes

<table>
<thead>
<tr>
<th>Image</th>
<th>Text</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image1.jpg" alt="Photograph" /></td>
<td>The liver, stomach, intestines and lungs are embalmed separately and placed in <strong>canopic jars</strong>. Each jar is protected by one of the four sons of the god Horus and the lid of the jar is in the shape of its protector god’s head. The human headed Imsety holds the liver. The baboon headed Hapy holds the lungs. The jackal headed Duamutef holds the stomach. The falcon headed Qebehseneuf holds the intestines. The jars are stored in a special chest close to the body.</td>
</tr>
<tr>
<td><img src="image2.jpg" alt="Picture" /></td>
<td>After the organs of a dead body were removed the inside of the body was washed out with <strong>palm wine</strong>, which helped sterilise it.</td>
</tr>
<tr>
<td><img src="image3.jpg" alt="Modern" /></td>
<td><strong>Natron salt</strong> was used to preserve the dead body.</td>
</tr>
<tr>
<td><img src="image4.jpg" alt="Modern" /></td>
<td>Melted <strong>resin</strong> was used to seal the bandages onto the body and helped preserve it too.</td>
</tr>
<tr>
<td><img src="image5.jpg" alt="Original" /></td>
<td>These are <strong>bandages</strong> from a real mummy! Most ancient Egyptians would have saved linen throughout their life to use as mummification bandages.</td>
</tr>
<tr>
<td><img src="image6.jpg" alt="Replica" /></td>
<td>This small <strong>amulet</strong> is in the shape of an Ankh. Charms were believed to provide magical protection and were tucked into the bandages of mummies. The Ankh means eternal life.</td>
</tr>
</tbody>
</table>
**Scarab beetles** roll a ball of dung around before laying their eggs in it. The Egyptians believed that the sun was rolled across the sky each morning by a winged scarab. Small scarabs like this were often placed in the bandages of mummies. (Replica)

This small **amulet** is in the shape of a Djed pillar. Charms were believed to provide magical protection and were tucked into the bandages of mummies.

The Djed pillar means stability and is thought to be the back bone of the god Osiris. (Replica)

This **necklace** was probably from a tomb as it has an ushabti figure attached to it. Ushabtis were the servants of the dead in the next life. (Replica)

This beautiful **bead apron** was from a mummy. Aprons like this were sometimes worn over clothes like jewellery. This one is decorated with a winged scarab and the four sons of Horus who represented earth, air, fire and water. The heads of the Sons of Horus traditionally decorated the canopic jars where the internal organs were placed in the mummification process. (Original)

This **mask** is made from carved wood. It is slightly newer than some of the other objects but is still more than 2000 years old. (Original)

Once the body was mummified it would be placed into a coffin. The rich could have had as many as three coffins all fitting snugly inside one another. They would have pictures of gods and spells painted on them to protect the mummy. The coffin would then be placed in a stone coffin called a **sarcophagus**. (Replica)
The ancient Egyptians mummified many types of birds and animals. This is an **Ibis bird** which represented the god Thoth.

Is this a **jar** for a mummified animal or a broken canopic jar without its lid? We don't know, what do you think?
Nile Table Instructions

Note to adult: These instructions and facts can be read out word-for-word on the day or if received prior to the session put into your own words and the activities fitted in to suit your needs.

- The Nile is the world’s longest river at 4,145 miles.
- The Sahara desert is the world’s largest desert.
- It was these two geological features that led to the creation of the Egyptian civilization.
- The Nile flooded every year, bringing fertile black soil to farm on. This was called the ‘black land’, the land of life. This was where Egyptians lived.
- The scorching desert was the ‘red land’, the land of the death. This is where Egyptian’s buried their dead.
- Some of the Gods were linked to the landscape - there was Taweret the Hippo who lived in the Nile and Anubis the Jackal who lived in the desert.

Activity 1
All the objects on the table are evidence of why Egyptians chose to live by the river Nile. Can you match the Nile facts to the objects they belong to?

Activity 2
Explore the objects and draw your favourite using the worksheet provided.

Activity 3
While you are filling out your sheets, your teacher will bring you up in pairs to try on the Egyptian costume.
Egyptian pots were made from the plentiful clay left behind after the annual flood. The colour varied from black to red. Sometimes wheat chaff was mixed into the clay to make it stronger. This then burnt away during firing leaving tiny marks in the surface.

These small pots and jars were used to store make-up. They have come from a tomb. These are carved from alabaster, a soft white stone.

The stem fibres of the flax plant, which grows on the banks of the Nile, were used to make linen. Linen was woven to make clothes from everyone from peasants to Kings.

Mud from the banks of the Nile was used to make ancient Egyptian buildings.

This necklace is made from a mixture of beads. It has probably been strung together from several broken necklaces.

Papyrus reeds were made into a type of paper. In fact the word paper comes from the word papyrus. The reeds were also bundled together to make boats and rafts.

The Egyptians ate a healthy diet of beans and lentils, leeks, cucumbers and lettuce as well as meat from pigs, sheep, goats, antelope, gazelle, geese, ducks and fish. Popular fruits were grapes, dates and figs. Honey was used to sweeten food. Cooking was done outside the house in a courtyard over open fires. Many crops such as kidney beans, chickpeas and wheat were dried and stored for times of food shortage.
Incense and resins were imported from Eastern Africa.

(L Modern)

Lapis lazuli was imported from Afghanistan and made into fine jewellery.

(L Modern)

Minerals such as malachite were transported along the Nile. These were ground into fine pigments and used for painting and make-up.

(Original)

Limestone was used to make important buildings and was mined locally.

(Original)

Woods such as cedar came from Eastern Mediterranean ports across the sea from Egypt. This is from a piece of wood from an item of furniture.

(Original)

The Nile waters are home to lots of different varieties of fish which the Egyptians caught in nets and ate.


The papyrus reeds on the riverbanks of the Nile were the home of geese and other water fowl which Egyptians hunted as food.


The Nile flooded every year leaving behind small fertile strips of land ideal for growing crops. Egyptians grew a number of crops that could be dried and stored for later use such as wheat, barley, kidney beans, lentils and chickpeas.
# Checklist for Life and Death in Ancient Egypt
(for sessions led by Tullie House staff)
Please hand in to session leader on the day

School

<table>
<thead>
<tr>
<th>Action</th>
<th>Done ✓</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class split into 4 groups</td>
<td></td>
</tr>
<tr>
<td>1 adults for each group</td>
<td></td>
</tr>
<tr>
<td>Adults briefed and given copy of notes</td>
<td></td>
</tr>
<tr>
<td>Signed Health and Safety declaration – hand to Gallery Assistant</td>
<td></td>
</tr>
<tr>
<td>Payment (if relevant) – hand to Gallery Assistant</td>
<td></td>
</tr>
</tbody>
</table>

Signed:...........................................................................................................

Date:..............................................................................................................